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ABSTRACT

Developed by Louisiana educators, this booklet offers a list of criteria designed to assist schools in structuring more effective reading programs in grades one through twelve. Various sections of the booklet contain the following: (1) the names of educators who developed the criteria; (2) a definition of a quality reading program; (3) a discussion of how the criteria can be used to ensure accountability; (4) an explanation of how to use the criteria and their accompanying rating scale; (5) a suggested method for organizing a school faculty to implement the criteria; (6) a list of the 17 criteria, as they were revised in 1981; (7) a glossary of terms; (8) suggestions for applying the criteria in a program evaluation; and (9) forms used in an evaluation, along with scoring criteria. (FL)

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LOUISIANA CRITERIA OF EXCELLENCE FOR SCHOOLWIDE READING PROGRAMS

REVISED 1981

BULLETIN 1639

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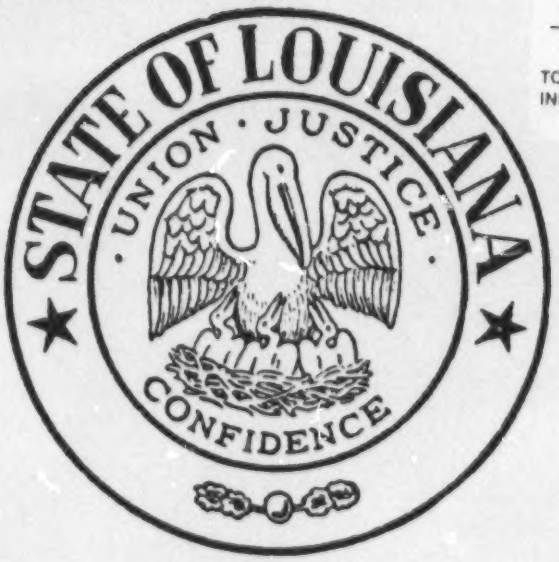

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LOUISIANA
CRITERIA OF EXCELLENCE
FOR
SCHOOLWIDE READING PROGRAMS
REVISED 1981

BULLETIN 1639

Developed
BY
THE LOUISIANA COMMISSION FOR READING
THE LOUISIANA PARISH RIGHT TO READ DIRECTORS
OFFICE OF READING

This public document was published at a cost of $ .94 per copy by the Department of Education, Office of Academic Programs, P.O. Box 44064, Baton Rouge, LA 70804, to perform a function of the Bureau of Elementary Education, under authority of L.R.S. 17:21. This material was printed in accordance with the standards for printing by the state agencies established pursuant to R.S. 43:31.

J. KELLY NIX, SUPERINTENDENT

A MESSAGE FROM THE SUPERINTENDENT:

Reading improvement is critical to general educational improvement. After all, reading has been defined, quite appropriately, as "a tool of learning . . . a tool for living."

A sufficient degree of improvement in educational programs and practices to make a significant difference in student reading performance statewide will not occur until all schools engage in thorough program review, careful definition of needs and objectives, and forceful implementation of action-steps designed to assure more appropriate opportunities for reading development by all students, K-12.

This publication, the Louisiana Criteria of Excellence for Schoolwide Reading Programs, offers a framework to assist a school in structuring more effective programs. The criteria were developed by many Louisiana educators working together toward a common goal: better reading. As all educators work together to build programs that meet the Criteria, better reading will become a reality.

PREFACE

The Louisiana Criteria of Excellence for Schoolwide Reading Programs was developed by the Louisiana Commission for Reading. Following the development of the Criteria, performance indicators, called "evidences," were devised by a committee of Parish Right to Read Directors, with input from all other Directors. The Criteria, in rough draft, was field-tested for a year and a half.

A review of insights gained during statewide use from 1975 to 1981 led to a revision during the summer of 1981. Names of many of the educators involved in the development and the revision of the Criteria appear on the page following this Preface.

In all, more than 2,000 Louisiana educators have now used, reacted to, and affected the development of this publication. Many provided excellent suggestions for better phrasing, better placement of ideas, or better combinations of points. Others helped give direction to the development of the Criteria simply by giving their approval, commenting that the Criteria served as a good, useful tool for shaping a better reading program.

Since 1975, a total of 64 Louisiana schools have achieved the model school status, as determined by successfully completing the evaluation process based on the Louisiana Criteria of Excellence. Five schools have completed the "Third Year Review" procedure for maintaining model school status. During the 1980-81 school session 68 committees visited 49 schools to conduct reviews, pre-evaluations and/or final evaluations. Eighteen schools attained the designation of Criteria of Excellence model schools during the 1980-81 school session.

As school staffs throughout the state use the Criteria of Excellence to develop or expand their reading programs, reading improvement for all Louisiana schoolchildren will become a reality.

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BUILDING A QUALITY READING PROGRAM

The Criteria of Excellence can serve as the basis for building a quality reading program. A quality reading program doesn't "just happen": it must be carefully and thoroughly planned, developed, and managed.

To assure the effective planning, development, and management of a quality reading program, the whole school staff must be involved in and committed to the task. It is essential to understand that the value of the Criteria is not in the score achieved, but in the manner teachers and administrators use the Criteria as a means of studying the total reading program to determine strategies for improvement.

This program building process is supported by the following research findings:

- Progress and change are more a function of people and organization than materials or technology or finance.
- Collaborative planning builds commitment and ownership.
- Staff development that is part of a total program improvement process is more effective and less threatening.
- Successful programs are part of a dynamic, problem-solving framework headed by a committed administrator.

The Bureau of Elementary Education/Reading is confident that the Criteria of Excellence can help Louisiana schools as they work toward reading improvement.

ACCOUNTABILITY THROUGH THE CRITERIA

"Accountability" is built into the Criteria, when used in combination with the Unit Task Force approach to program building. (See "Organizing the Unit Task Force.")

A major activity of the Unit Task Force is the setting of goals and objectives and the development of an action plan. The action plan must include assignment responsibilites, time lines and check-points. The action plan provides the framework for accountability. Both process and product evaluation are built into the plan, so that the degree to which goals are accomplished can be clearly shown.

When the goals incorporate "meeting and maintaining the Criteria," reading improvement is assured; accountability is a reality.

USING THE CRITERIA

All educators are encouraged to become familiar with these criteria, which were developed by Louisiana educators, for Louisiana educators. Every educator, every school, and every school system might well address this question: how can these criteria help me with my particular responsibility for improving opportunities for reading growth by Louisiana schoolchildren?

The Criteria of Excellence for Schoolwide Reading Programs consists of seventeen items, or criteria, that serve as the "standards" for a quality reading program. Each criterion is followed by several evidences that should be reviewed in order to judge the degree to which that standard is met. A scale is provided in the following section for evaluating the evidences and reporting the overall rating for each standard.

Any school in the state can use the Criteria. How the Criteria is used by any particular staff will depend on the school's needs and purposes. Use of the Criteria can range from a casual review of part of the reading program to an intensive study of the total reading program, with the aim of ultimately meeting and maintaining the level of "2" or "3".

A staff that chooses to use the Criteria as a basis for intensive study to support a serious effort at educational improvement in reading should consider organizing a Unit Task Force to help conduct the study and design the improvement plan. The Unit Task Force emphasizes a process approach to school improvement. How to structure and use a Unit Task Force is described in the section "Unit Task Force: A Suggested Organizational Pattern."

A staff that wishes to do so can ask for formal state evaluation and state recognition as meeting the Criteria standards and qualifying for one of the following designations:

- ACHIEVING THE CRITERIA AT THE MODEL LEVEL,
- ACHIEVING THE CRITERIA AT THE SPECIFIC DISSEMINATION LEVEL,

  or
- ACHIEVING THE CRITERIA AT THE RECOGNITION LEVEL.
  (For further clarification of these levels, see "Applying the Criteria In School Evaluation.")

A school staff that does not wish to address all of the Criteria may elect to use all or part of the Criteria in an informal way. By doing this, a faculty can sample the Criteria and judge its effectiveness for that school's purposes.

Whether a staff does an informal review or an intensive study of its reading program through use of the Criteria, the Criteria can serve three important purposes:

1. To identify the elements of a quality reading program;

2. To assess a reading program;

3. To improve a reading program.

To assure change in a school, it must be understood that changing only one or two factors is ineffective if it is not done as a part of a comprehensive, well planned, well structured effort. Therefore, many schools will wish to make use of the Criteria for all three purposes.

USING THE RATING SCALE

The first step in rating a school's reading program utilizing the Criteria of Excellence is to do a self-study, using the rating scales provided in the instrument. The entire instrument is provided in the next section of this document. The following scale is used to measure the degree to which each evidence is met, and the overall degree to which each criterion is met.

KEY

0 no evidence present

1 needs more evidence

2 acceptable

3 outstanding

In addition, the Criteria of Excellence, Revised 1981, provides a code that enables the school staff and the evaluation committee to know how and where the evidences are determined.

CODE FOR EVIDENCE FINDINGS

1. Observational Findings--information obtained by on-site observation by the evaluation committee. Since time for classroom observation is limited and scheduling may not allow for all evidences to be observed, the committee members should interview the teacher(s) to verify the evidence(s) not observed. Therefore, any observational finding that was not observed during visitation should be verified through testimonial findings.

2. Testimonial Findings--information obtained through interviewing a person, based on the Criteria evidences. In addition to evidences that are designated as testimonial, any evidences that are designated observational and cannot be observed will be determined by interview. The Evaluation Committee members should allow time for such interviews to take place.

3. Physical-Classroom Findings--any document or record that is ordinarily located in the classroom and can be reviewed to verify designated evidences. Examples are lesson plans, individual skill records, reading scores, material lists, etc.

4. Physical-Folder Findings--any document or record that is placed in a centrally located folder to verify designated evidences. These folders are to be made available for the Evaluation Committee during their 1-1/2 day visitation.

ORGANIZING THE UNIT TASK FORCE

The school is the place where education "happens." Therefore, to affect any certain aspect of education, the major action thrust should be at each single school and involve all of those who are affected (including parents and students) in appropriate ways.

A suggested organizational pattern for a school level Unit Task Force is detailed on the following page. The suggested pattern is just an example of <u>one</u> way to organize the effort, and should be adjusted to fit each particular situation.

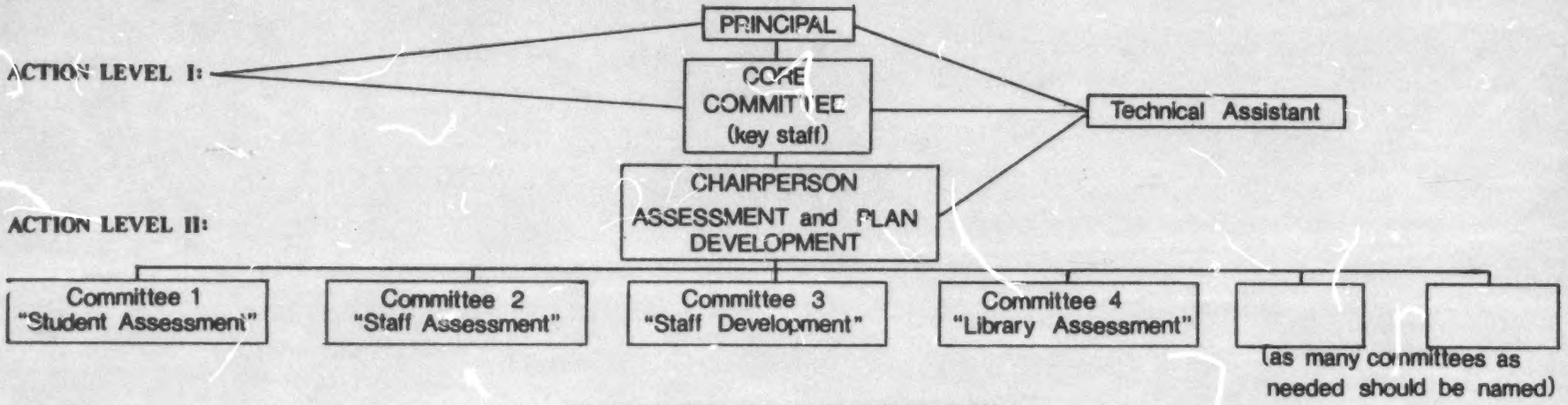
The starting point for developing a Unit Task Force within a school is the selection of a CORE Committee which must be willing to make a commitment to the Unit Task Force goal(s). The CORE Committee should be small, and dedicated to the desire for change. The function of the committee is primarily that its members, in conjunction with the principal, serve as planners and movers in affecting the desired change. Once the CORE Committee is operational, involvement of all staff members should be a primary thrust. Such involvement might be best secured by having all the people "in" on the several steps needed to get any effort underway. For some people, this may at first merely mean assignment to a committee, but all personnel should in some way be involved in:

- the assessment and evaluation of the reading program;
- the development of school goals and objectives;
- the development of an action plan, with timelines, checkpoints, and assignment of responsibilities, leading to the achievement of school goals and objectives;
- the implementation, with the implementors themselves responsible for charting progress during the ongoing process.

Whatever the task, if it is to be accomplished by a group rather than only by a single individual, then the individuals who compose the group must work together effectively as a <u>unit</u>, each knowing and doing his part of the task to complement the parts done by others. To achieve optimum results, each individual must genuinely invest of himself to further the common goal(s). Ideally, each individual must share a desire to reach the goal(s), and an understanding of how he might best do his part. In this regard, the following seems to be a truism: <u>any individual will be more likely to invest in actions which are at least partly "his," and will be more likely to commit to goals that he has helped set</u>.

UNIT TASK FORCE
A Suggested Organizational Pattern

Three levels of action are involved in the Program Building Process: PRE-PLANNING; ASSESSMENT AND PLAN DEVELOPMENT; IMPLEMENTATION AND MANAGEMENT. The "Technical Assistant," who may be a Reading Specialist, Key Teacher or SPUR Director, can be involved at all levels. Committees should be developed to fit estimated needs. Names of all staff members should be listed, and all tasks should be stated.



Principal: _____

_____

Tasks: _____

_____

Technical Asst.:

_____

_____

Tasks: _____

_____

Core Committee: _____

_____

Tasks: _____

_____

Assessment & Plan Development: _____

_____

Tasks: _____

_____

Implementation & Management:

_____

_____

Committee 1 Chairperson: _____

Members: _____

_____

_____

Tasks: _____

_____

(Repeat for all Committees)

Use additional sheets

14

15

THE CRITERIA

CRITERION 1

The total school program emphasizes that reading is a major process basic to all school learning. All teachers are knowledgeable about and involved in teaching the reading skills and strategies appropriate to particular content areas, and accommodate the needs of individual students in a variety of ways.

OVERALL RATING ☐

EVIDENCES

A. All teachers teach oral and written communication skills.* ☐

B. All teachers stimulate learning through oral discussion, utilizing varying levels of questioning. ☐

C. Content area teachers have and use students' estimated reading levels. ☐

D. The reading levels of content area materials are recorded. ☐

E. Teachers group for content reading as warranted. ☐

EVIDENCE FINDINGS

A. Observational

B. Observational

C. Physical-classroom

D. Physical-classroom

E. Observational

*Underlined words are defined in Glossary.

CRITERION 2

Four reading strands are evident in the schoolwide reading program: developmental, corrective/remedial, functional, and recreational.

OVERALL RATING ☐

EVIDENCES

A. All teachers are knowedgeable of each strand of reading and utilize this knowledge as warranted. ☐

B. Reading teachers teach developmental reading, utilizing effective teaching strategies. ☐

C. Reading teachers use basic corrective/remedial techniques, as indicated by diagnostic information. ☐

D. All teachers teach functional reading skills, utilizing effective teaching strategies. ☐

E. All teachers utilize techniques that promote recreational reading. ☐

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EVIDENCE FINDINGS

A. Testimonial/Observational

B. Observational

C. Observational/Physical-classroom

D. Observational

E. Observational

*Underlined words are defined in Glossary.

CRITERION 3

Teachers who teach reading (developmental and corrective/remedial) are committed to learning and are constantly aware of individual students' needs and problems to assure the progression of each student through a continuum of skills.

OVERALL RATING ☐

EVIDENCES

A. Reading teachers diagnose, prescribe, and evaluate to meet individual students' needs and record this information appropriately. ☐

B. Reading teachers plan and prepare lessons and write objectives for group and individual instruction. ☐

C. Reading teachers provide activities that lead to attaining the objectives. ☐

EVIDENCE FINDINGS

A. Observational/Physical-classroom

B. Observational/Physical-classroom

C. Observational

*Underlined words are defined in Glossary.

CRITERION 4

OVERALL RATING ☐

Each student is taught at his/her appropriate instructional reading level, with accommodations made for student differences.

EVIDENCES

A. Grouping is based on students' needs. ☐

B. Teachers provide a variety of materials at the appropriate levels of difficulty and monitor their use. ☐

C. Teachers use motivational strategies to meet students' needs. ☐

D. Teachers use instructional procedures that accommodate students' varying rates of learning. ☐

E. Teachers use instructional procedures that accommodate students' varying learning styles. ☐

F. The curriculum is adapted to the assessed needs of the particular student body. ☐

EVIDENCE FINDINGS

A. Observational/Physical-classroom

B. Observational

C. Observational

D. Observational

E. Observational

F. Physical-folder

*Underlined words are defined in Glossary.

CRITERION 5

There is continuous progress to the sequence of the reading curriculum in order to prevent the omission of specific skills, and a record-keeping system for individual students is used.

OVERALL RATING ☐

EVIDENCES

A. The reading curriculum has sequentially stated objectives. ☐

B. Cumulative student records indicating specific skills mastery are kept updated by teachers of reading. ☐

C. Records of reading performance and related data are used by the principal and appropriate personnel. ☐

25

EVIDENCE FINDINGS

A. Physical-folder

B. Physical-classroom

C. Testimonial

*Underlined words are defined in Glossary.

26

CRITERION 6

There is a comprehensive evaluation program with findings used for the improvement of instruction and for greater articulation and coordination of the total schoolwide effort in reading.

OVERALL RATING ☐

EVIDENCES	EVIDENCE FINDINGS
A. There is a testing system which includes the use of criterion-referenced measures. ☐	A. Physical-classroom
B. Test results are used for planning the school-wide reading program. ☐	B. Testimonial
C. Test results are used in planning instruction for individual students. ☐	C. Physical-classroom

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CRITERION 7

OVERALL RATING ☐

The principal as the instructional leader is committed to achieving the goals and objectives of the school's reading program.

EVIDENCES

A. The principal has participated in courses and/or inservice sessions relevant to reading. ☐

B. The principal is engaged in planning and providing staff development. ☐

C. The principal observes, monitors, evaluates, and participates in the school's reading program. ☐

D. The principal or designee has the authority, responsibility, and expertise for leading the development, implementation, maintenance, and coordination of a quality reading program. ☐

EVIDENCE FINDINGS

A. Physical-folder

B. Physical-folder

C. Testimonial

D. Observational

*Underlined words defined in Glossary.

CRITERION 8

The school librarian is involved in and committed to achieving the goals and objectives of the school's reading program.

OVERALL RATING ☐

EVIDENCES

A. The librarian solicits and utilizes information from teachers in the acquisition of library materials. ☐

B. The librarian assists teachers in the utilization of library resources to implement the reading program. ☐

C. The librarian provides instruction in library usage. ☐

D. The librarian has and uses students' estimated independent reading levels. ☐

E. The librarian is knowledgeable about the estimated readability levels of materials and assists students in selection. ☐

F. Current materials appropriate to the different races, cultures, sexes, interests, and levels of achievement are available and used. ☐

G. Reading stimulus projects are sponsored regularly by the librarian. ☐

H. The library is conveniently arranged for maximum student use. ☐

EVIDENCE FINDINGS

A. Physical-classroom

B. Testimonial

C. Observational

D. Pnysical-classroom

E. Testimonial

F. Observational

G. Observational

H. Observational

Note: If there is no librarian, the school should assign someone the responsibilities of A-G. Only H can receive an NA (not applicable). If there is no central library, scores for the evidences on Criterion 8 will be divided by 7.

*Underlined words defined in Glossary.

CRITERION 9

The entire staff fosters students' growth in reading interests, in reading for enjoyment, and in literary appreciation.

OVERALL RATING ☐

EVIDENCES

A. Reading stimulus projects are frequently held. ☐

B. Reading corners in the library and in all classrooms are attractively arranged, easily accessible, frequently updated and used. ☐

C. Classroom collections, such as books, magazines, newspapers, etc., are relevant to students' interests and instructional needs. ☐

D. Library, classroom, and hall displays are used to stimulate reading and are changed frequently. ☐

EVIDENCE FINDINGS

A. Observational

B. Observational

C. Observational

D. Observational

*Underlined words are defined in Glossary.

CRITERION 10

The school reading plan with goals and objectives complements the parish or city system's current reading plan.

OVERALL RATING ☐

EVIDENCES

A. The school staff annually reviews and/or revises goals and objectives. ☐

B. The school staff annually develops and implements action steps, a timeline, and an evaluation of the plan. ☐

35

EVIDENCE FINDINGS

A. Physical-folder

B. Physical-folder

36

CRITERION 11

School and central office staff are engaged in ongoing planning, inservice, and follow-up for staff development based on assessed needs of professionals and paraprofessionals.

OVERALL RATING ☐

EVIDENCES

A. There are records of staff planning based on assessed needs. ☐

B. There is a schedule for inservice sessions. ☐

C. Administrators and supervisors are engaged in planning and providing organized inservice programs in reading. ☐

D. There are organized inservice programs in reading for teachers. ☐

E. There are organized inservice programs in reading for paraprofessionals. ☐

F. A planned procedure for follow-up of inservice is utilized. ☐

EVIDENCE FINDINGS

A. Physical-folder

B. Physical-folder

C. Physical-folder

D. Physical-folder

E. Physical-folder

F. Physical-folder

*Underlined words are defined in Glossary.

CRITERION 12

Teachers participate in ongoing professional preparation and are committed to achieving the goals and objectives of the school's reading program.

OVERALL RATING ☐

EVIDENCES

A. Teachers are involved in professional growth activities related to reading, such as professional organizations, college courses, inservice activities, conferences, etc. ☐

B. Teachers are involved in devising better ways to meet changing needs. ☐

C. Reading teachers show evidence of expertise in reading. ☐

EVIDENCE FINDINGS

A. Physical-folder

B. Observational

C. Observational

*Underlined words are defined in Glossary.

CRITERION 13

Coordination of the reading program is arranged at both the system and school levels, and approaches, methods, and materials are mutually complementary, not contradictory.

OVERALL RATING ☐

EVIDENCES

A. Conferences with appropriate central office staff are held during program planning and regularly during program implementation to assure coordination of effort. ☐

B. Teachers of regular and special instruction regularly plan and use mutually complementary approaches, methods, and materials for reading instruction: ☐

Title I ___
Compensatory Education ___
Special Education/Resource ___
Developmental/Content ___
Other ___

C. The guidance counselor, where one is employed, works to increase motivation among problem readers. ☐

EVIDENCE FINDINGS

A. Physical-folder

B. Physical-classroom

C. Testimonial

Note: If the school does not have a guidance counselor, Evidence C should be omitted from the rating calculation. The evidence totals from A and B will be divided by 2.

*Underlined words are defined in Glossary.

CRITERION 14

There is a systematic plan to develop, circulate, and store useful materials that can be shared.

OVERALL RATING ☐

EVIDENCES

A. Each teacher is provided with a comprehensive list of all materials which can be shared within the school. ☐

B. There is a procedure for circulating useful materials. ☐

C. There is a place to develop and store materials. ☐

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EVIDENCE FINDINGS

A. Physical-classroom

B. Physical-folder

C. Observational

44

CRITERION 15

There is a reporting system for reading development that fully, accurately, and specifically documents each student's learning and provides for interpretation of such information to the parents.

OVERALL RATING ☐

EVIDENCES

A. A comprehensive plan for parent conferences is implemented. ☐

B. Student reading folders, including records and examples of that student's work, are available and used in parent conferences. ☐

C. Parent education in reading is provided. ☐

D. Interpretation of the reading reporting system is provided, in both oral and written forms. ☐

EVIDENCE FINDINGS

A. Physical-folder

B. Physical-classroom

C. Physical-folder

D. Physical-folder

*Underlined words are defined in Glossary.

45

46

CRITERION 16

There is a system for recruiting, training, and using volunteers in the school's reading program.

OVERALL RATING ☐

EVIDENCES

A. A community person serves as a coordinator of volunteers. ☐

B. A school staff member serves as volunteer liaison. ☐

C. There is a systematic plan to recruit, train, and use volunteers. ☐

D. There is a current list of volunteers. ☐

E. There is a current record of volunteers' participation. ☐

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EVIDENCE FINDINGS

A. Physical-folder

B. Physical-folder

C. Physical-folder

D. Physical-folder

E. Physical-folder

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CRITERION 17

There is a planned procedure for ongoing dissemination of information regarding the school's reading program and for evidence of the utilization of community agencies.

OVERALL RATING ☐

EVIDENCES

A. There is a plan for the dissemination of information. ☐

B. There is annual dissemination of the school's reading goals to the parents and community. ☐

C. There is a scrapbook or other means of displaying newspaper articles, photographs, and other appropriate information which serve as a tool for dissemination. ☐

D. There are frequent informational mailouts, broadcasts, and/or newspaper articles for parents and community describing the activities of the school's reading program. ☐

E. The school utilizes the services of relevant community agencies and resources. ☐

EVIDENCE FINDINGS

A. Physical-folder

B. Physical-folder

C. Physical-folder

D. Physical-folder

E. Physical-folder

*Underlined words are defined in Glossary.

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GLOSSARY OF TERMS

1. communication skills--the skills of listening, speaking, reading, and writing. (1)*
2. community agencies--youth organizations, business and industry, service organizations, media, and federal, state and locally funded agencies. (17)
3. comprehensive plan for parent conference--multiple items such as the development of a checklist for teachers to use with parents in explaining a child's academic progress, the formal training of teachers in conferencing skills, the development of parent conference materials, numerous strategies that promote parent attendance, and a continuous evaluation of the process by both teachers and parents. (15)
4. continuous progress--a management strategy for the ongoing evaluation of student performance in reading which allows the student to progress through a continuum of skills at his/her own rate of learning. (5)
5. corrective/remedial reading--corrective reading is selected supplementary instruction for minor reading difficulties, often within a regular classroom setting, conducted by a regular teacher, aide, or peer tutor. Remedial reading is intensive specialized reading instruction based on diagnoses of skills needs, usually conducted outside the regular classroom by teachers with expertise in reading as applied to students who are functioning two or more years below grade level. (2) (3)
6. developmental reading--instruction and activities which are designed to bring about improvement in reading skills, and in which learning to read is the main goal. (2) (3)
7. follow-up of inservice--a plan for classroom observation and assistance to follow the inservice program. (11)

Note: The number(s) in parentheses after each definition refers to the criterion in which the term is used.

8. functional reading--all types of reading in which the primary aim is to obtain information; "reading to learn"; content area reading, or survival reading (reading skills needed to function in society). (2)
9. instructional reading level--the state of reading in which word recognition abilities are at least 95 percent accurate and comprehension is at, or above, 75 percent. The student needs teacher direction at this level. (4)
10. learning styles--the various methods of processing information which result in individual differences in learning. (4)
11. monitors--visits to observe the activities which are taking place in the classroom for the purpose of information and/or making suggestions for improvement. (7)
12. motivational strategies--methods employed by teachers to activate student involvement in a particular activity through the feeling tone projected by the teacher, and through an awareness of the student's experiential background, level of concern, interest, success, knowledge of success and reward. (4)
13. organized inservice--inservice programs that are based on assessed needs and scheduled for the current school year. (11)
14. rate of learning--the amount of time necessary for learning to occur. (4)
15. reading curriculum--the "what" of reading; all of the educational experiences (facts, skills, and attitudes) which the school is responsible for providing to its students. (5)
16. reading program--a comprehensive program of instruction in reading which includes four elements: curriculum, methodology, organization, and administration. (7) (8) (13)
17. reading stimulus projects--projects such as book talks, story hours, best book contests, book clubs, book fairs, silent reading periods, etc. (8) (9)

18. record-keeping system--a systematic way of recording information about specific skills as evidenced by the ongoing evaluation of individual student performance. (5)

19. recreational reading--reading activities that have enjoyment, entertainment and appreciation as major purposes.

20. reporting system--a plan which provides both written and oral interpretation of a student's learning, including conferences, report cards, test data, and other information. (15)

21. specific skills--those skills identified by the reading curriculum as necessary to the accomplishment of the reading task. (5)

APPLYING THE CRITERIA FOR SCHOOL EVALUATION
(For the Evaluation Committee)

The Criteria of Excellence, Revised 1981, provides a code that enables the school staff and the evaluation committee to know how and where the evidences are determined.

CODE FOR EVIDENCE FINDINGS

1. Observational Findings--information obtained by on-site observation by the evaluation committee. Since time for classroom observation is limited and scheduling may not allow for all evidences to be observed, the committee members should interview the teacher(s) to verify the evidence(s) not observed. Therefore, any observational finding that was not observed during visitation should be verified through testimonial findings.

2. Testimonial Findings--information obtained through interviewing a person, based on the Criteria evidences. In addition to evidences that are designated as testimonial, any evidences that are designated observational and cannot be observed will be determined by interview. The Evaluation Committee members should allow time for such interviews to take place.

3. Physical-Classroom Findings--any document or record that is ordinarily located in the classroom and can be reviewed to verify designated evidences. Examples are lesson plans, individual skill records, reading scores, material lists, etc.

4. Physical-Folder Findings--any document or record that is placed in a centrally located folder to verify designated evidences. These folders are to be made available for the Evaluation Committee during their 1-1/2 day visitation.

Upon completion of classroom visitations, the chairperson and members of the Evaluation Committee meet to score each criterion based on its evidences. The following scale is used to score the degree to which each evidence is met and the overall degree to which each criterion is met.

KEY

0 no evidence present

1 needs more evidence

2 acceptable

3 outstanding

Each evidence is scored by individual committee members and those scores are recorded by the chairperson. (For further clarification, see "Evaluation Committee Summary Form.") In order to obtain a total score for a criterion, add the numbers recorded for each evidence and divide by the number of evidences. If the score is not a whole number, it is recommended that percentages be used for ease and consistancy of scoring. (Example: If the total for Criterion 1 is 1-4/5, then the number 1.80 is used.) If the total score is not a whole number, then 50% and above is to be rounded off to the next highest number (example: 1.80 = 2, but 1.40 = 1). A copy of Criterion 1 which has been scored is provided following this section. When the chairperson has completed the Evaluation Committee Summary, then the Level of Achievement of the Criteria is based on the following:

- ACHIEVING THE CRITERIA AT RECOGNITION LEVEL
  Each of the 17 criteria must receive a minumum of 2 to achieve the RECOGNITION LEVEL.

- ACHIEVING THE CRITERIA AT SPECIFIC DISSEMINATION LEVEL
  At least 9 of the 17 criteria must receive a score of 3 and the remaining 8 must receive a 2 to achieve the SPECIFIC DISSEMINATION LEVEL. (Only those criteria receiving a 3 can be disseminated.)

- ACHIEVING THE CRITERIA AT THE MODEL LEVEL
  At least 13 of the 17 criteria must receive a score of 3 and the remaining 4 must receive a 2 to achieve the MODEL LEVEL.

It is essential to understand that the value of the Criteria is not in the score achieved, but in the manner teachers and administrators use the Criteria as a means of studying the total reading program to determine strategies for improvement. Therefore, when the Evaluation Committee reports the findings, it is recommended that the levels of achievement be read rather than the score.

CRITERION 1

The total school program emphasizes that reading is a major process basic to all school learning. All teachers are knowledgeable about and involved in teaching the reading skills and strategies appropriate to particular content areas, and accommodate the needs of individual students in a variety of ways.

OVERALL RATING: 2

EVIDENCES

A. All teachers teach oral and written communication skills.* — 2

B. All teachers stimulate learning through oral discussion, utilizing varying levels of questioning. — 2

C. Content area teachers have and use students' estimated reading levels. — 1

D. The reading levels of content area materials are recorded. — 3

E. Teachers group for content reading as warranted. — 1

total: 9

Evidence totals (9) divided by the number of evidences (5). 5 | 9 = $1\frac{4}{5}$

EVIDENCE FINDINGS

A. Observational

B. Observational

C. Physical-classroom

D. Physical-classroom

E. Observational

= 1.8 rounded off to two(2).

*Underlined words are defined in Glossary.

EVALUATION COMMITTEE SUMMARY

School	Parish	Chairperson	Date	
				Pre ☐ Final ☐

CRITERION	FINDINGS BY COMMITTEE MEMBERS										SUMMARY		
											TOTAL	DIVIDE NO. BY MEMBERS	TOTAL SCORE
1. Total Reading Program													
2. Four Strands of Reading													
3. Reading Teachers													
4.Instruction Based on Need													
5.Curriculum/Record Keeping													
6.Evaluation/Testing													
7.Principal/Instructional Leader													
8.Librarian													
9.Reading for Enjoyment													
10.School Reading Plan													
11.Staff Planning/Staff Development													
12.Professional Preparation													
13.Coordination of Reading Program													
14.Materials													
15.Reporting System													
16.Volunteers													
17.Dissemination/Community Agencies													

LEVELS OF ACHIEVEMENT (Check One)
Recognition Level--Minimum of 2's (17) _____
Dissemination Level--Minimum of 3's (9) _____
Model Level--Minimum of 3's (13) _____

Total Number of 3's _____
Total Number of 2's _____
Total Number of 1's _____
Total Number of 0's _____

COMMITTEE SUMMARY FORM II

STRENGTHS FOUND BY THE COMMITTEE	CRITERION
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____

RECOMMENDATIONS MADE BY THE COMMITTEE	CRITERION
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____

(Use additional sheets if needed)